

MARLBORO SCHOOL DISTRICT

122 Broad Street
Bennettsville, South Carolina 29512

GRADES PK-12

ENROLLMENT 4,919 Students

SUPERINTENDENT Dr. David A. Sherbine 843-479-4016

BOARD CHAIR Mr. Ronald B. Henegan 843-479-7838

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 1 | 8 | 6 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 22 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Good | N/A |
| 2002 | Below Average | Average | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | No |

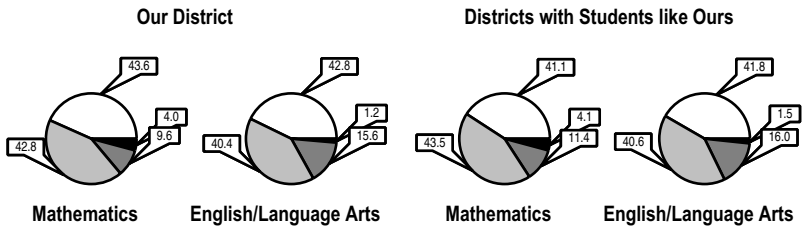
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

| | Our District | | | Districts with Students like Ours | | |
|-----------------------------|---------------------|-------------|-------------|--|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed both subtests | 58.0 | N/A | N/A | 63.5 | N/A | N/A |
| Passed 1 subtest | 17.8 | N/A | N/A | 17.9 | N/A | N/A |
| Passed no subtests | 24.1 | N/A | N/A | 18.5 | N/A | N/A |

ELIGIBILITY FOR LIFE SCHOLARSHIP*

| Percent of | Our District | Districts with Students like Ours |
|--|---------------------|--|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 5.3 | 5.0 |
| Seniors who met the SAT/ACT requirement | 5.3 | 5.0 |
| Seniors who met the grade point average | 45.7 | 38.1 |

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | |
| All Students | 2,342 | 98.0 | 42.8 | 40.5 | 15.6 | 1.2 | 16.8 |
| Gender | | | | | | | |
| Male | 1,232 | 97.7 | 48.7 | 38.8 | 11.4 | 1.1 | 12.5 |
| Female | 1,110 | 98.3 | 36.2 | 42.3 | 20.1 | 1.4 | 21.5 |
| Racial/Ethnic Group | | | | | | | |
| White | 776 | 97.2 | 31.5 | 44.8 | 21.6 | 2.0 | 23.6 |
| African-American | 1,464 | 98.6 | 48.6 | 38.1 | 12.6 | 0.7 | 13.3 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 12 | 100.0 | 33.3 | 41.7 | 16.7 | 8.3 | 25.0 |
| American Indian/Alaskan | 86 | 94.2 | 42.1 | 43.4 | 13.2 | 1.3 | 14.5 |
| Disability Status | | | | | | | |
| Not Disabled | 1,972 | 99.4 | 39.6 | 42.6 | 16.5 | 1.4 | 17.9 |
| Disabled | 370 | 90.5 | 61.2 | 28.4 | 10.1 | 0.3 | 10.4 |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 2,342 | 98.0 | 42.8 | 40.5 | 15.6 | 1.2 | 16.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 2,342 | 98.0 | 42.8 | 40.5 | 15.6 | 1.2 | 16.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 1,876 | 97.8 | 46.5 | 39.3 | 13.6 | 0.7 | 14.3 |
| Full-pay meals | 458 | 99.1 | 27.9 | 45.3 | 23.6 | 3.2 | 26.8 |
| Mathematics | | | | | | | |
| All Students | 2,341 | 98.2 | 43.6 | 42.8 | 9.6 | 4.0 | 13.6 |
| Gender | | | | | | | |
| Male | 1,232 | 98.1 | 46.1 | 40.8 | 9.7 | 3.4 | 13.2 |
| Female | 1,109 | 98.3 | 40.9 | 45.1 | 9.4 | 4.6 | 14.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 776 | 97.3 | 34.7 | 44.6 | 15.0 | 5.7 | 20.7 |
| African-American | 1,463 | 98.8 | 48.3 | 41.9 | 6.7 | 3.1 | 9.8 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 12 | 100.0 | 33.3 | 33.3 | 25.0 | 8.3 | 33.3 |
| American Indian/Alaskan | 86 | 95.4 | 42.1 | 44.7 | 9.2 | 3.9 | 13.2 |
| Disability Status | | | | | | | |
| Not Disabled | 1,972 | 99.4 | 39.0 | 45.9 | 10.6 | 4.4 | 15.1 |
| Disabled | 369 | 91.3 | 70.4 | 24.8 | 3.5 | 1.3 | 4.7 |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 2,341 | 98.2 | 43.6 | 42.8 | 9.6 | 4.0 | 13.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 2,341 | 98.2 | 43.6 | 42.8 | 9.6 | 4.0 | 13.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 1,875 | 98.0 | 47.0 | 41.5 | 8.4 | 3.1 | 11.5 |
| Full-pay meals | 458 | 99.1 | 30.2 | 48.2 | 14.1 | 7.6 | 21.7 |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 392 | 98.5 | 34.8 | 45.6 | 18.6 | 1.1 | 19.7 |
| | Grade 4 | 413 | 99.0 | 46.5 | 40.0 | 13.5 | N/A | 13.5 |
| | Grade 5 | 436 | 99.8 | 53.5 | 40.0 | 6.5 | N/A | 6.5 |
| | Grade 6 | 414 | 99.0 | 55.1 | 35.2 | 8.9 | 0.8 | 9.7 |
| | Grade 7 | 349 | 98.3 | 46.3 | 43.2 | 10.6 | N/A | 10.6 |
| | Grade 8 | 410 | 98.8 | 53.8 | 39.1 | 7.1 | N/A | 7.1 |
| 2004 | Grade 3 | 371 | 99.2 | 28.9 | 39.0 | 29.2 | 2.8 | 32.0 |
| | Grade 4 | 377 | 98.9 | 46.1 | 41.5 | 11.7 | 0.8 | 12.5 |
| | Grade 5 | 424 | 98.3 | 37.8 | 51.4 | 10.6 | 0.2 | 10.9 |
| | Grade 6 | 433 | 97.9 | 53.4 | 30.0 | 15.1 | 1.5 | 16.6 |
| | Grade 7 | 399 | 96.2 | 45.5 | 45.8 | 8.4 | 0.3 | 8.7 |
| | Grade 8 | 342 | 97.4 | 43.7 | 43.1 | 11.9 | 1.2 | 13.1 |

| | | | | | | | | |
|--------------------|---------|-----|-------|------|------|------|-----|------|
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 392 | 100.0 | 34.9 | 57.6 | 6.9 | 0.5 | 7.5 |
| | Grade 4 | 413 | 100.0 | 42.0 | 46.4 | 8.8 | 2.8 | 11.6 |
| | Grade 5 | 436 | 99.5 | 50.4 | 39.6 | 9.4 | 0.7 | 10.1 |
| | Grade 6 | 414 | 99.8 | 42.2 | 41.7 | 11.2 | 4.9 | 16.1 |
| | Grade 7 | 349 | 99.1 | 53.6 | 35.0 | 7.7 | 3.7 | 11.5 |
| | Grade 8 | 410 | 98.8 | 54.0 | 39.2 | 5.6 | 1.1 | 6.7 |
| 2004 | Grade 3 | 371 | 99.5 | 30.3 | 51.8 | 14.8 | 3.1 | 17.9 |
| | Grade 4 | 377 | 99.2 | 41.6 | 49.2 | 6.8 | 2.4 | 9.2 |
| | Grade 5 | 424 | 98.6 | 48.6 | 42.0 | 5.4 | 4.0 | 9.4 |
| | Grade 6 | 433 | 97.9 | 40.0 | 40.5 | 13.2 | 6.3 | 19.5 |
| | Grade 7 | 399 | 96.2 | 45.3 | 40.7 | 8.9 | 5.1 | 14.1 |
| | Grade 8 | 342 | 97.7 | 54.9 | 38.1 | 5.5 | 1.5 | 7.0 |

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | |
| All Students | 354 | 98.0 | 27.4 | 36.9 | 23.5 | 12.2 | 35.7 |
| Gender | | | | | | | |
| Male | 160 | 96.3 | 34.9 | 34.2 | 22.1 | 8.7 | 30.9 |
| Female | 194 | 99.5 | 21.4 | 39.0 | 24.6 | 15.0 | 39.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 114 | 97.4 | 20.2 | 32.1 | 26.6 | 21.1 | 47.7 |
| African-American | 229 | 98.3 | 31.5 | 38.4 | 22.2 | 7.9 | 30.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 11 | 100.0 | 18.2 | 54.5 | 18.2 | 9.1 | 27.3 |
| Disability Status | | | | | | | |
| Not Disabled | 310 | 99.0 | 21.9 | 38.2 | 26.2 | 13.6 | 39.9 |
| Disabled | 44 | 90.9 | 74.3 | 25.7 | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 354 | 98.0 | 27.4 | 36.9 | 19.2 | 12.2 | 35.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 354 | 98.0 | 27.4 | 36.9 | 23.5 | 12.2 | 35.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 247 | 97.6 | 29.2 | 40.8 | 20.2 | 9.9 | 30.0 |
| Full-pay meals | 107 | 99.1 | 23.3 | 28.2 | 31.1 | 17.5 | 48.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Mathematics | | | | | | | |
| All Students | 354 | 97.2 | 36.5 | 35.0 | 19.2 | 9.3 | 28.4 |
| Gender | | | | | | | |
| Male | 160 | 95.6 | 38.9 | 36.9 | 14.1 | 10.1 | 24.2 |
| Female | 194 | 98.5 | 34.6 | 33.5 | 23.2 | 8.6 | 31.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 114 | 96.5 | 28.7 | 30.6 | 24.1 | 16.7 | 40.7 |
| African-American | 229 | 97.4 | 40.5 | 36.7 | 16.7 | 6.0 | 22.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 11 | 100.0 | 36.4 | 45.5 | 18.2 | N/A | 18.2 |
| Disability Status | | | | | | | |
| Not Disabled | 310 | 97.7 | 29.9 | 38.3 | 21.5 | 10.4 | 31.9 |
| Disabled | 44 | 93.2 | 91.7 | 8.3 | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 354 | 97.2 | 36.5 | 35.0 | 19.2 | 9.3 | 28.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 354 | 97.2 | 36.5 | 35.0 | 19.2 | 9.3 | 28.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 247 | 96.4 | 38.3 | 37.0 | 16.5 | 8.3 | 24.8 |
| Full-pay meals | 107 | 99.1 | 32.7 | 30.8 | 25.0 | 11.5 | 36.5 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarships* | | Graduation Rate | | Met State Objective |
|--------------------------------|--|--------|---------------------------------------|-------|-----------------|--------|------------------------|
| | n | % | n | % | n | % | |
| All students | 255 | 88.6% | 243 | 5.3% | 316 | 62.0% | N/A |
| Gender | | | | | | | |
| Male | 116 | 87.9% | 110 | 6.4% | 152 | 52.6% | |
| Female | 139 | 89.2% | 133 | 4.5% | 164 | 70.7% | |
| Racial/Ethnic Group | | | | | | | |
| White | 94 | 95.7% | 94 | 10.6% | 122 | 66.4% | |
| African American | 155 | 83.9% | 139 | 2.2% | 186 | 57.5% | |
| Asian/Pacific Islander | N/A | N/A | 0 | N/A | N/A | N/A | |
| Hispanic | N/A | N/A | 0 | N/A | N/A | N/A | |
| American Indian/Alaskan | 6 | 100.0% | 9 | 0.0% | 8 | 100.0% | |
| Disability Status | | | | | | | |
| Not disabled | 243 | 90.1% | 229 | 5.7% | 285 | 68.1% | |
| Disabilities other than speech | 12 | 58.3% | 14 | 0.0% | 31 | 6.5% | |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | 0 | N/A | N/A | N/A | |
| Non-migrant | 246 | 89.0% | 243 | 5.3% | N/A | N/A | |
| English Proficiency | | | | | | | |
| Limited English proficient | N/A | N/A | 0 | N/A | 0 | N/A | |
| Non-LEP | 254 | 88.6% | 243 | 5.3% | 308 | 62.3% | |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 175 | 85.7% | 169 | 3.6% | 211 | 59.7% | |
| Full-pay meals | 79 | 94.9% | 74 | 9.5% | 105 | 66.7% | |

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

| | Our District | Districts with Students like Ours |
|---------|--------------|-----------------------------------|
| Percent | 88.6% | 91.1% |

GRADUATION RATE

| | Our District | Districts with Students like Ours |
|--------------------|--------------|-----------------------------------|
| Number of Students | 316 | 179 |
| Number of Diplomas | 196 | 131 |
| Rate | 62.0% | 74.3% |

2003-04 COLLEGE ADMISSIONS TESTS

| SAT | Verbal | | Math | | Total | |
|----------|--------|------|------|------|-------|------|
| | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 |
| District | 427 | 425 | 456 | 429 | 883 | 854 |
| State | 493 | 491 | 496 | 495 | 989 | 986 |
| Nation | 507 | 508 | 519 | 518 | 1026 | 1026 |

| ACT | English | | Math | | Reading | | Science | | Total | |
|----------|---------|------|------|------|---------|------|---------|------|-------|------|
| | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 | 2003 | 2004 |
| District | 16.8 | 16.3 | 17.7 | 16.8 | 16.8 | 16.9 | 17.6 | 17.0 | 17.4 | 16.9 |
| State | 18.7 | 18.8 | 19.0 | 19.1 | 19.4 | 19.4 | 19.2 | 19.3 | 19.2 | 19.3 |
| Nation | 20.3 | 20.4 | 20.6 | 20.7 | 21.2 | 21.3 | 20.8 | 20.9 | 20.8 | 20.9 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|---|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n= 4,919) | | | | |
| First graders who attended full-day kindergarten | 96.6% | N/C | 100.0% | 97.2% |
| Retention rate | 6.3% | No change | 6.5% | 5.3% |
| Attendance rate | 96.4% | Up from 96.3% | 96.2% | 96.2% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 7.0% | | 8.7% | 5.8% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.5% | | 7.6% | 5.1% |
| Eligible for gifted and talented | 7.3% | Up from 7.0% | 6.7% | 11.6% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 11.3% | Up from 10.5% | 10.9% | 10.9% |
| Older than usual for grade | 7.3% | Up from 6.4% | 6.7% | 5.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.1% | Down from 3.5% | 1.9% | 1.1% |
| Enrolled in AP/IB programs | 4.6% | Down from 7.6% | 8.2% | 9.9% |
| Successful on AP/IB exams | N/AV | N/AV | N/AV | N/AV |
| Enrolled in adult education GED or diploma programs | 558 | Up from 510 | 157 | 157 |
| Completions in adult education GED or diploma programs | 38 | Down from 57 | 15 | 39 |
| Annual dropout rate | 4.2% | Down from 7.1% | 2.4% | 2.9% |
| Teachers (n= 337) | | | | |
| Teachers with advanced degrees | 51.0% | Up from 49.7% | 46.6% | 50.0% |
| Continuing contract teachers | 76.9% | Down from 81.3% | 81.0% | 84.6% |
| Highly qualified teachers** | 85.8% | N/A | 91.6% | 92.5% |
| Teachers with emergency or provisional certificates | 5.7% | | 8.8% | 4.4% |
| Teachers returning from previous year | 91.1% | Up from 90.1% | 87.6% | 89.9% |
| Teacher attendance rate | 93.5% | Down from 94.1% | 94.1% | 94.7% |
| Average teacher salary | \$39,645 | Up 2.0% | \$38,088 | \$40,566 |
| Vacancies for more than nine weeks | 4.2% | N/C | 0.7% | 0.3% |
| Prof. development days/teacher | 17.0 days | No change | 12.1 days | 12.0 days |
| District | | | | |
| Superintendent's years at district | 1.0 | Up from 0.3 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.0 to 1 | Up from 19.8 to 1 | 19.9 to 1 | 21.0 to 1 |
| Prime instructional time | 87.7% | Down from 87.8% | 88.2% | 89.5% |
| Dollars spent per pupil* | \$7,108 | Up 4.7% | \$8,570 | \$7,217 |
| Percent of expenditures for teacher salaries* | 52.4% | Down from 53.9% | 54.0% | 55.6% |
| Opportunities in the arts | Excellent | No change | Good | Excellent |
| Parents attending conferences | 87.8% | Up from 85.4% | 93.8% | 97.3% |
| Number of schools | 9 | No change | 5 | 8 |
| Number of magnet schools | 1 | No change | 0 | 0 |
| Number of charter schools | 0 | No change | 0 | 0 |
| Number of alternative schools | 0 | No change | 0 | 0 |
| Portable classrooms | 45.5% | Up from 2.3% | 5.5% | 4.3% |
| Average age in years of school facilities | 37 | Up from 36 | 28 | 26 |
| Number of schools with SACS accreditation | 9 | No change | 4 | 8 |
| Average administrator salary | \$66,447 | | \$65,603 | \$67,300 |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 85.9% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers** | 65.0% | Yes |
| Student attendance rate | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

| | |
|---|--|
| Board Membership | 8 trustees elected to single-member seats, 1 trustee elected to at-large seats |
| Fiscal Authority | District Board |
| Average Number of Hours of Training Annually | 15.0 per board member |
| Percent new trustees completing orientation | 100.0% |

DISTRICT SUPERINTENDENT'S REPORT

The School District of Marlboro County is an organization where potential is becoming reality! Throughout the 2003-2004 school year, the public schools of Marlboro County experienced multiple successes representing the results of commitment and hard work by dedicated teachers, support staff, administrators and school board members. The expertise represented by the immediate school community coupled with cooperative efforts of the parents, business leaders, and government officials from the community-at-large truly causes our School District to be an organization representing progress.

A few of the many noteworthy accomplishments of the School District of Marlboro County include: having two schools (McColl Elementary/Middle and Clio Elementary/Middle) achieve Palmetto Silver Award status for academic growth and achievement; experiencing a steady rise in SAT scores, maintaining a 5-year trend; supporting a JROTC program at the high school level that has earned national and international award status; maintaining after-school tutorial programs for students experiencing academic difficulty; serving over 1400 adult residents of the county through the Adult Education program; benefiting from a 92-member Achievement Gap Committee initiative composed of citizens from throughout the school district seeking ways to increase academic success for students; having numerous successful school-based support programs through organizations such as the Children's Defense Fund, First Steps of Marlboro County, Clemson Extension Services and the Crossroads Program.

The accomplishments of the School District of Marlboro County are exciting. At the same time, the needs are great. We continue to experience challenges in our attempt to have more students score in upper levels of performance on state assessment initiatives. We often note events where school administrators and teachers plan informative meetings for parents and few parents attend. We continue to struggle with challenges in dealing with students coming from a society where behaviors are defiant and a motivation to learn is limited.

The complex world of public education in Marlboro County is an exciting adventure that cannot be addressed solely by school district employees. If our schools are to be effective and if the products of public education are to be students who leave our schools prepared for success, the business of education in Marlboro County has to be a team effort among everyone - students, teachers, parents, administrators, business leaders, government officials, and the community-at-large. As individuals serving the community through public education, we need your involvement and your support. Please come and join our team!

David A. Sherbine, Superintendent